

**THE INFLUENCE OF USING CHAIN DRILL TECHNIQUE
TOWARDS STUDENTS' SPEAKING ABILITY AT THE
FIRST SEMESTER OF THE EIGHTH GRADE OF
SMP N 4 NATAR IN THE ACADEMIC
YEAR OF 2017 / 2018**

**A Thesis
Submitted as a Partial Fulfillment of
The Requierements for S1-Degree**

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ABSTRACT

THE INFLUENCE OF USING CHAIN DRILL TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 4 NATAR IN IN THE ACADEMIC YEAR OF 2017/2018

**BY
RAHMA NUR CAHYANI**

This In teaching and learning process in the class there are lot of students who find some difficulties in learning English. One of difficulties which faced by the students of SMPN 4 Natar is lack speaking ability. It can be seen from the students 'speaking score in preliminary research. There were 74.9 % of the students who got the score under 71 as the criteria of minimum mastery. To solve the problem, the writer applied Chain Drill technique. Chain Drill Technique is technique for teaching speaking in which the students ask and answer questions and repeat part of the previous students' answer to the information concerning the proposed situation. The objective to know whether there is a significant influence of using Chain Drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017/2018.

The research methodology was quasi experimental. The population in this research was the eighth grade of SMPN 4 Natar. The writer applied cluster random sampling to determine the sample. The sample of this research was two classes consisting of 34 students for experimental class and 31 for control class. In collecting the data, the writer used for pre-test and post-test. After being given post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

After giving the post-test, the writer analyzed the data by using independent sample t-test. It was found out the result of Sig. (P_{value}) = 0.000 < α = 0.05. It means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using Chain Drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN4 Natar in the academic year of 2017/2018.

Keywords: chain drill technique, quasi experimental, speaking ability



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Hereby, then I fully declare the thesis entitled “The influence of using chain drill technique towards students’ speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the 2017/2018 academic year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, October 2017
Declared by

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَقُلْ يٰٓاَعْبَادِ يَقُولُوا الَّتِي هِيَ ۚ اَحْسَنُ اِنَّ الشَّيْطَانَ يَنْزِعُ ۚ بَيْنَهُمْ اِنَّ الشَّيْطَانَ كَانَ
لِلْاِنْسَانِ عَدُوًّا مُّبِينًا (٥٣)

In the name of Allah, Most Gracious, Most Merciful

“Tell My servants to say what is best. Satan sows discord among them. Satan is to
Man an open enemy.”¹ (QS. Al- Israa’: 53)



¹ Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 104.

DEDICATION

From the deepest of my heart, I would like to dedicate this thesis to:

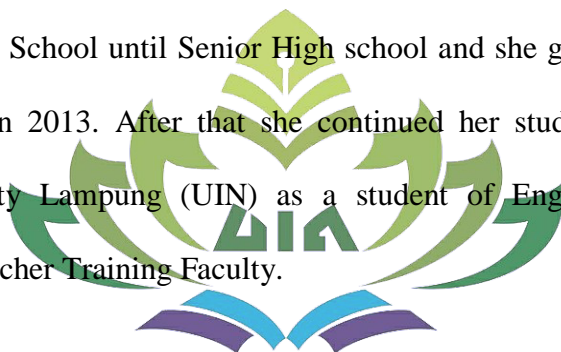
1. My great parents, Mr. Edison and Mrs. Siti Suemi for your unending love and affection for me, your patience in guiding your daughter who made a lot of mistakes.
2. My beloved younger brother, Redho Nur Cahyo who always support me to finish this thesis.
3. My beloved younger sister, Riski Nuraini who always gives me spirit and suggestion for my successes
4. My lecturers and my teachers, who have taught me patiently, sincerely, and genuinely.
5. My beloved Almamater UIN Raden Intan Lampung



CURRICULUM VITAE

Rahma Nur Cahyani was born in Branti Raya Natar on August 29th, 1996. She is the first child of Mr. Edison and Mrs. Siti Suemi. She has one younger brother whose name is Redho Nur Cahyo and one younger sister Rizky Nur Aini.

She began her study at TK Kartika Candra Kirana in 2000 and graduated in 2001. Then, she continued her study at SD Negeri 1 Candimas in 2002. After, she graduated from Elementary school in 2007. She continued her study at Diniyyah Putri Lampung from Junior High School until Senior High school and she graduated from Diniyyah Putri Lampung in 2013. After that she continued her study in 2013 in the State Islamic University Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled “The Influence of Using Chain Drill Technique Towards Students’ Speaking Ability at the First Semester of the Eighth Grade of SMPN 4 Natar in the Academic Year of 2017/2018” is presented as a partial fulfillment to the English study program of Raden Intan State Islamic University Lampung (UIN). The primary aim of writing this thesis to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides.

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Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticisms for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, October 2017
The writer

Rahma Nur Cahyani
NPM.1311040269



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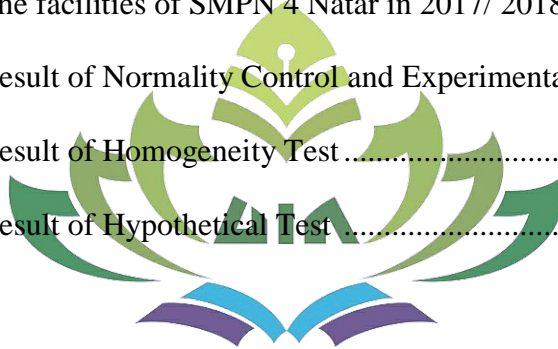
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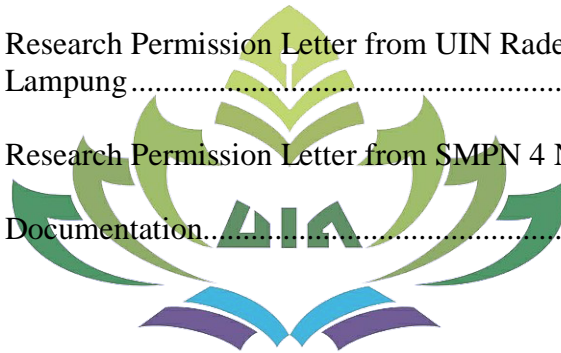
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CHAPTER I INTRODUCTION

A. Background of the Problem

Everyone always uses language in their communication because language is used all aspect human life. Kreidler said that, “Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand”.¹ It means that People use language to express inner thoughts and emotions make sense of complex and abstract thought, to learn communicate with others.

There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it does not mean that people can not communicate and interact each other in the world. Al-Qur'an also says in Q.S Al-Hujarat: 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (١٣)

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.²

¹ Charles W. kreidler, *Introducing English Semantics*, (London : Routledge, 1998), p. 19.

² Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 271.

Quraish Shihab said, “The above verse emphasizes the need for mutual know, introduction was needed to pull each other lessons”.³ Based on that verse, Allah has commanded everyone to know each other although they have differences in gender, tribes, and also differences in languages. One of ways that can help someone to know and communicate each other is language. There are many languages in the world, one of them is English. English is an international language.

Nowdays, English is an important language used by people in the world. People reliaze that they need knowledge to survive to survive their lives. The knowledge that is needed is not only from their country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that have an important role in the international communication. According to Alonso, “English as a second language education has gained an increasingly important role in career development in science, business and industry on the global stage”.⁴ It means that English is the access of international communication and many countries use English for second language. Meanwhile, based on Broughton, et al, “English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life”.⁵

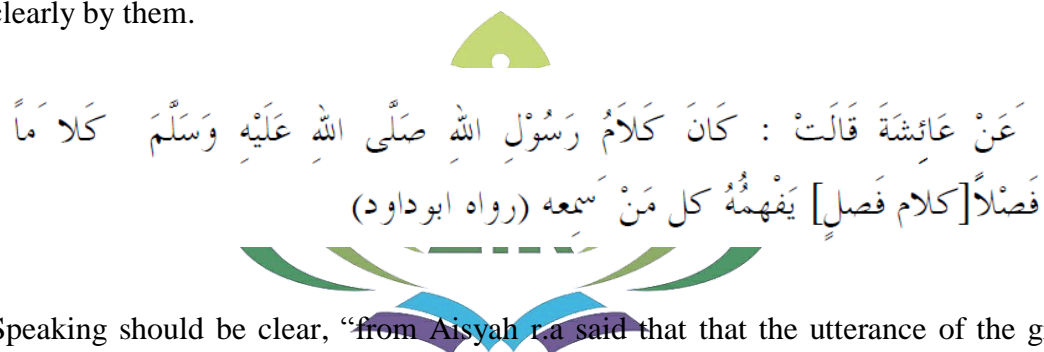
³ Quraish Shihab, *Tafsir al – Misbah*, (Jakarta: Lentera Hati, 2002), p. 61

⁴ David J. Alonso, *English as Second Language*, (New York: Nova Science Publishers, 2011), p. 1.

⁵ Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, (New York: Roughtledge Ltd,1980), p. 6.

Based explanation above, some of countries use English as foreign language which is not one's own, when English becomes a foreign language. It will be taught in format schools. Nowadays, Indonesia put English as foreign language which has learned by the students from junior high school to university.

The teaching of English includes four skills, such as: listening, speaking, reading and writing. Those skills have a relationship each other. Like in Hadits, when Prophet Muhammad was communicating to some people, his utterances could be understood clearly by them.



Speaking should be clear, “from Aisyah r.a said that that the utterance of the great messenger is a clear pronunciation (his utterance is very clear) that it is understandable for every people who listened him. (Abu Daud)”⁶. In speaking skill there is pronunciation in utterances that must be mastered because it has an effect for communication especially to deliver our message and idea. Therefore, speaking is very important in language learning English because speaking can help us to communicate to the other people.

⁶ Abu Dawud al-Sijistany, *Sunah Abi Dawud (bab al-Huda fi al-Kalam)*, (Bairut: dar al-Fikr, 1994), Juz 2, hal 450.

Speaking receives a special skill in language because it is a crucial part of the foreign language learning and can be used for the student to express their ideas orally in foreign language. Based on David, “success is measured in terms of the ability to carry out the conversation in the language”.⁷ From that statement above it can be concluded that speaking should be taught to students. If the students’ speaking is low, they will fail in their study or at least they have difficulty in making progress in English. But if the students have a good ability in speaking, they have a better chance to success in their study.

Speaking is one of the most difficult aspects for students to master. For this case, students should master several speaking components such as: pronunciation, grammar, vocabulary, and fluency. Pollard said that, “This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with”.⁸ Therefore, English teacher should be creative in developing their teaching learning process to create good atmosphere, and the teacher has to give some motivation which make the students will improve their speaking skills, and give to the attention to the speaking components, and make the English lesson more exciting.

The writer did a preliminary research in SMPN 4 Natar to know how the English speaking ability of the students there, whether it is good or bad. Whether they are

⁷ David Nunan, *Language Teaching Methodology*, (Sydney: Phoenix ELT,1995), p. 39.

⁸ Lucy Pollard. *Teaching English*, (London: Copyright, 2008), p. 33.

active to express their thought in English speaking, and whether the technique is used by the teacher in teaching speaking already right to improve the students' speaking ability.

Based on preliminary that has conducted at eighth grade of SMPN 4 Natar on February 2st, 2017 by interviewing the English teacher of SMPN 4 Natar, Mr. Sugiyanto, S.Pd. It was found out that there were some problems of students' speaking ability. The students' speaking ability was still low because they had limited in vocabulary. And the students also confused how to use some of vocabularies which was related of the topics or conditions because of English was not used by students as the first language or second language than it has affect to their pronunciation.⁹ Finally, they had never used English in daily communication either inside, or moreover, outside the class because of speaking English was not their habits. The students feel difficult to use English in their daily live.

These situations might be caused by the facts that the teacher was seldom to make his students for speaking English because of the teacher focused on writing and reading skill to achieve the target of student scores in the examination. The material of speaking in the curriculum was limited and students learned English only four hours a week in the school. The last, teacher did not use appropriate technique for teaching speaking. The teacher had taught speaking for his students by using Dialog Memorization technique. Activities in the class, the teacher gave the dialog to the

⁹ Sugiyanto, *Interview with the English teacher of SMPN 4 Natar*, February 2nd, Unpublished.

students and explained those dialog. Then, he asked for students to memorize it. Then, they had to perform their dialog in pair in front of class.¹⁰

Based on the explanation above, those situations were bringing on the students spoke a simple sentence to improve their speaking ability. For the lack of application of speaking English in the classroom was made students had low motivation to learn English especially in speaking and passive at speaking ability. Therefore, the students did not have chance to more speak English in the classroom.

According to Semons and Spielberg, “Memorization is one of main techniques of ALM (Audio-Lingual method). The students would typically memorize dialogue. The teacher begin structure practice by having students repeat a sentence based on the dialogue several times”.¹¹ This technique allows students to practice speaking correctly based on the dialog from the teacher, but it is not engage students to improve their speaking actively. It is not possible to make students creative and get desire to communicate in English.

The writer considers that Dialog Memorization technique is used by teacher is the main cause of students’ less speaking ability. That is why the students are not motivated in learning speaking because the lack of stimulations. That technique makes students to learn English speaking passively. The situations can create boring

¹⁰ *Ibid.*

¹¹ Carol M. Saunders Semonsky, Marcia A. Spielberg, *Early Language Learning: A Model for Success*, (London: Greenwich, 2004), p. 18.

milieu that make students are lazy to participate in learning English especially speaking. In other words, dialog memorization is an inappropriate teaching technique to improve speaking English for students.

Whereas the good teacher has responsibility in encouraging students to achieve their speaking ability. It is supported by Harmer, “Encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed”.¹² It means that, for the teacher has to create creative and appropriate technique in the teaching speaking. Besides, the teacher has to motivate students to speak actively in English language teaching classroom.

Based on the preliminary research, the writer got data of students’ speaking test from Mr. Sugiyanto as English teacher of the eighth grade SMPN 4 Natar. The test was about conversation or dialogue. The students’ score of formative test can be seen in the following table:¹³

Table 1
The English Speaking Score of Students at the Eighth Grade of SMPN 4 Natar

No	Students’ Score	The Number of Students	percentage
1	≥ 71	46	25,3%
2	< 71	137	74,9%
	Total	183	100%

Source : SMP N 4 Natar Lampung Selatan at the eighth grade of SMP N 4 Natar in 2017 /2018 Academic year.

¹² Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education Limited, 2007), p. 25.

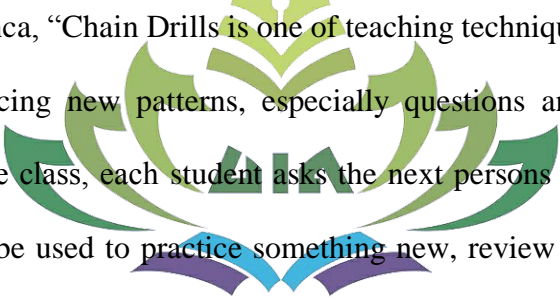
¹³ Sugiyanto, *The Teacher Documentation*, February 2nd, Unpublished.

From the table above, there are 46 of the 183 students who pass in speaking test based on the criteria of minimum mastery (KKM) and there were 137 students who failed in the case, the standard score of KKM in SMPN 4 Natar is 71 and there were many of students who got the score under 71. It means that some of students still had the difficulties in their speaking ability.

Based on the questionnaire that the writer gave to the students, the writer also found some factors of students' problems in learning English especially speaking those are (1) The students were not attractive to learn English especially in speaking. (2) The students had difficulty to express vocabularies in English. (3) The students felt shy and afraid to speak English. (4) The students were bored when they learned English. (5) There were many of students did not enjoy to learn English was provided by teacher, the cause was the teacher's technique and the activities of teaching learning were bored and less interesting. (6) Many of students preferred teacher to teach English with the interesting method or technique. Based explanation above, the students' speaking ability was low, it happened because the teacher did not use appropriate technique. Besides, the class condition was boring and the students did not enjoy learning English

This case must be solved because it can rise futher difficulties to the next speaking lesson if their low of speaking ability is not improved soon. Students cannot speak English well and they cannot pass the minimum score of English subject determined of the school.

Seeing those conditions, there are many students of SMPN 4 Natar, especially of the eighth grade cannot speak English in daily activity. The writer gives solution by conducting a suitable technique called Chain Drill technique. Freeman says that, “Chain Drill is one of technique from Audio-Lingual method. Chain Drill gets name from the chain conversation that forms around the room as students, one by one, ask and answer question of each other”.¹⁴ Based on the theory above, Chain Drill is one of teaching technique that focus on classroom instruction for teaching students in the classroom by using ask and answer.



According to Franca, “Chain Drills is one of teaching technique. Chain Drill is a good format for practicing new patterns, especially questions and answer. Going in a ‘chain’ around the class, each student asks the next persons questions or add to list. Chain Drills can be used to practice something new, review a structure”.¹⁵ It means that, the students produce a high proportion of talk. In this occasion, students learn new structure from the sentences when they ask or answer the question. They will answer and ask question by parallel or they can make list of their friends that will be chosen by them to answer the next questions.

Chain Drill is a good technique for teaching speaking because the students are easy to learn English by using ask and answer questions with each other and they can

¹⁴Diane L. Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.47.

¹⁵ Hernani Franca, *Awakening students' Inner Power an Effective English Teaching System*, (Brasilia: Thesaurus, 2008), pp. 30 - 31.

improve their speaking ability in the classroom. It is supported by Brooks, “It is easier to teach speaking by using Chain Drills and vocabulary than it is by teaching complex rules on the language.”¹⁶

Thus, Chain Drill is an alternative technique that teacher can be used in the teaching speaking. The teacher not only tries to improve students’ vocabulary and their pronunciation by using Chain Drill technique but also teacher makes them able for speaking with each other by using foreign language in confidently and fluently.

Chain Drill technique is really fun and makes students enjoy following the lesson. It also creates a new habit to use English in communicate with others. Teaching by using Chain Drill technique is making students motivated and understand more the point of the material given.



There was previous study done by researcher related to apply Chain Drill technique in teaching speaking. The research was conducted by Handayani entitled, “Using of a Chain Drill to Improve Students’ Fluency in Speaking English at the Seventh Grade Students of SMPN 5 Sragen in the Academic Year of 2010/ 2011”.¹⁷ The research design used in this research is classroom action research which subject of this study was 24 students of year seven of SMPN 5 Sragen in the academic year of 2010/2011.

¹⁶ Keith W. Brooks, *Introduction to Tesol a Beginners Guide to Teaching Second Language Learners*, (United Kingdom: Copyright, 2015).p.79.

¹⁷ Kusuma Utami Handayani, *Using a Chain Drill to Improve Students Fluency in Speaking English*, Seventh Grade Students Of SMP Negri 5, (Sragen: Universitas Negri Semarang, 2011),Unpublished. pp. 55 –56.

The researcher showed that the implementation of a Chain Drill as the treatments in each cycle successfully made the students were not hesitant, halting, and confused in producing utterances. Furthermore, the utterances that they had produced were coherent, grammatical, and understandable.

There are some differences between previous research and present research. The previous research had been done at SMPN 5 Sragen, meanwhile the present research has been done at SMPN 4 Natar. The previous research found the implementation of a Chain Drill in speaking activity gave some contributions to the students' speaking fluency. Meanwhile, the present research used Chain Drill technique for the significant of improvement in students' speaking ability.

Based on the explanation above, the writer conducted Chain Drill as an alternative technique for teaching English, especially for teaching students' speaking ability. Finally, the research entitled this research "The Influence of Using Chain Drill Technique Towards Students' Speaking Ability at the First Semester of the Eighth Grade Of SMPN 4 Natar in the Academic Year of 2017 / 2018".

B. Identification of the Problem

Based on the background above, the writer identified the problems as follows:

1. The students have low speaking ability.
2. The students have limited vocabulary in speaking English
3. The students have limited time to practice speaking English in the classroom.
4. The teachers' technique in teaching speaking is less interesting for students.
5. The students do not have motivation to improve their speaking ability because the lack of stimulation.

C. Limitation of the Problem

Considering the identification of the problem above, the writer focused on the problem of the research on the use of Chain Drill technique and speaking ability of students. It was conducted at the eighth of SMPN 4 Natar.

D. Formulation of the Problem

Based on the limitation of the problem above, the writer formulated the problem as follows: Is there a significant influence of using Chain Drill Technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017 / 2018.

E. Objective of the Research

The object of this research is to know whether there is a significant influence of using Chain Drill Technique towards students' speaking ability.

F. Significance of the Research

In this research, The significance of the research is:

1. Theoretically

This research hopefully will provide information for English teacher that Chain Drill is an alternative technique to teach speaking and as additional information for further research.

2. Practically

- a. It is expected to the English teacher about the influence of using Chain Drill technique towards students' speaking ability.
- b. Giving description to English teacher about how to apply Chain Drill technique in teaching and learning process.
- c. Motivate students in learning English to improve their speaking ability.



G. Scope of the Research

The scope of the research can be described follows:

1. Subject

The subject of the research was the students at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017 / 2018.

2. Object

The object of the research was the of use Chain Drill and students' speaking ability.

3. Place

The research was conducted in SMPN 4 Natar. It is located on Natar street Negara Ratu No.36 Merak Batin Natar, South Lampung.

4. Time

The research was conducted at the first semester in the academic year of 2017 / 2018.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language


Peoples use language to communicate each other, there are many languages in the world, and it needs the knowledge to make the right understanding. Al-Quran as the holy book of Moslem really appreciates the diversity among languages, because the world consists of many difference people with difference ethnics, nations, and also languages based on Ar-Ruum verse 22 explained:



Meaning: and of His signs are the creation of the heavens and the earth, and the difference of your languages and colours. Here in indeed are portents for men of knowledge.¹ So, language is very important because it is always used by people to communicate with other and as a media of communication to share information with other people by messages.

¹ Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 203.

English is an international language used by many people in many countries in the world as a purpose of communication. It has goal of either oral or written communication. People use English for making relationship among people in different countries in the world. It is supported by Broughton, et al, “It also the language of large commercial and industrial organizations”.² It means that foreign language has been used by many people for communicating in certain occasion, while people who lived in the developed countries are using English as second language for communicating freely.




According to Gebhard, “English as a foreign language and is studied by people who live in places where English is not a first language, such as in Italy, Saudi Arabia and Vietnam”.³ Therefore, the learners who learn English as a foreign language just have a little chance to use in English in the outside classroom, because not all people speak English in their country. They speak their mother tongue, for instance in Indonesia, Indonesian people speak Indonesian language for daily communication not English because it not their first language or mother tongue. Thus, the people use English as foreign language. they only use English in particular situation, such as business, for example, tour guide who holds a touring and traveling in Bali island, they have to can speak English well because there are many foreign visitors there.

² Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, (New York: Routledge Ltd,1980), p. 6.

³ Jerry G. Gebhard, *Teaching English as a foreign langauge*, (Ann Arbor: University of Michigan,2006), p.39.

In most of countries perceive English as a foreign language, the goal of learning English for students is to pass the examination to enter the good high school or good university. It is supported by Gebhard, “In many countries where English is a foreign language, a dual goal for teenagers studying in the educational is to pass English entrance exams to enter good high schools and university and, more recently, to able use English as a global language”.⁴ It means that students should study hard to pass the test and of course more focus on written form since the test usually in written form. They usually know about the theories of how to use English, but they cannot use it for communication.



In Indonesia, English is the first foreign language officially taught in format schools. English is not the dominant language for the people in Indonesia and English also is not commonly used in the society. It supported by Setiyadi, “In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia”.⁵ It means that, most of Indonesian people only learn English in the class. It is very important to people in our country to learn English because Indonesian people need to master English for communicating with other countries. Therefore, the teacher has to give motivation to the students for creating the best way in teaching in order to make the students are

⁴ *Ibid*, p. 40.

⁵ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, Ed.I, 2006), p. 20.

understanding accustomed to speak English and they can use English as a tool communication.

In this case, the teacher should create the learning process or situation which enables the students to learn English well. In teaching English, the teacher should speak English clearly, simple and as often as possible. Based on Brown states that, “Teaching means giving instructions, guiding in study of something, providing with knowledge, causing to know or understand”.⁶ It means that, the teacher must be able to create a pleasant condition by using of the English. If teacher often uses English in the classroom, students are accustomed to listen and to imitate so that it makes them easy to understand the meaning of the words spoken. However, to achieve the goal of teaching English, the teacher should be skillful, creative and innovative and teacher needs media, technique or other facilities which can support them in achieving the goal.

In other words, teaching techniques play an important role in teaching learning process. In addition, the teaching techniques are suggested to be interesting and appropriate for students as well. It is important for a teacher to create an appropriate technique with of teaching English that based on the assumption that English as foreign language.

⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Longman, 2000), p. 7.

B. Concept of Speaking Ability

Speaking is the most important skill in English language teaching. As we know Speaking is a human intelligence to make a sound and convey the opinions of his mind. The use of good words can help convey aspirations and make good goals and also to speak to others is one of God's commands. As it is written in Holy Qur'an, Al-Baqarah, verse: 83

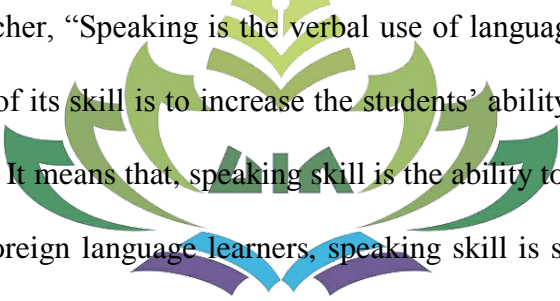
وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي
الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا
الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ (٨٣)

Meaning: We made a covenant with the Children of Israel: "Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms." Then you turned away, except for a few of you, recanting."⁷ Therefore speaking is a necessary ability to communicate with each other. and people is communicating to anyone and ordered by Allah to use good words

It is almost impossible to have true mastery of language without actually speaking with the target language. In general, to encourage speaking in the early stages of a course with students who are a little timid and then the teacher gives plenty of

⁷ Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 7.

guidance on the conversation which related around students. Based on Thornburry, “Speaking is interactive and requires the ability to cooperate in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum”.⁸ It means that, speaking ability has been considered as activities by which the students try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, the teacher has to give opportunity for students to speak and improve their speaking ability.



According to Fulcher, “Speaking is the verbal use of language to communicate with others; the focus of its skill is to increase the students’ ability to communicate in the language target”.⁹ It means that, speaking skill is the ability to use language in an oral form. For most foreign language learners, speaking skill is somewhat difficult. This probably because they think that the language target is different with their native language. And sometimes they feel it affects the mastery of another language. Teaching students speak a foreign language is not easy. It needs a hard work and a long process. Just like other abilities, speaking is needed to practice. Thus, the students have to speak foreign language in their daily activity. It will be effective for students and they will know about components of language from those process. According to Haris, there are five components must be fulfilled in speaking classroom which recognized in analysis of speech process, “Those are pronunciation,

⁸ Scott Thornburry, *How to Teach Speaking*, (London: Longman, 2005), p. iv.

⁹ Glenn Fulcher, *Testing Second Language Speaking* (Pearson: Longman, 2003), p. 23.

grammar, vocabulary, fluency and comprehension”.¹⁰ The elaboration of each component is described below:

1. Pronunciation

Pronunciation is practiced to know how to pronounce of words same as native speakers. In the pronunciation, the people will know about accent, there are two common accents in English; those are British and America which related to use segmental features, vowel, consonants, stress and intonation.

2. Grammar

Grammar is structure and system of a language, grammar is very important in speech process because when people will say something they have to arrange some of words to be sentences that related in the situation. Actually they do not need to memorize all of pattern from grammar because it will be difficult for them to speak English. They have to know about subject, predicate and form of word that related with the time and situation.

3. Vocabulary

Vocabulary is collection of words or a set of words which have meaning. It has function for building sentences. The people can not to communicate well if they do not have sufficient vocabulary. If the people have improved their speaking ability, it will be seen from vocabulary and the kind of word is used by them.

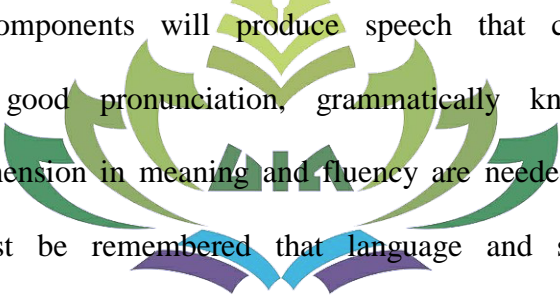
¹⁰ David P. Haris, *Testing English as a Second Language*, (New York: Mc. Graw Hill Book Company, 2004), p. 81.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in a language means speaking easily, reasonably, quickly and without having to stop and pause a lot.

5. Comprehension

Comprehension is the understanding idea. It means that the people can answer or express the sentence well correctly; it shows that he/she comprehends or understands well.



All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. Students have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking.

Thus, students' speaking ability is their ability to express their ideas, opinions, feelings and experience with good pronunciation, grammar, vocabulary, fluency and comprehension. It is going to be indicated with score achieved by students from test given.

C. Concept of Teaching Speaking

Speaking is the important English skill that comprehended by students. It is very essential for language teachers to pay more attention to teach speaking, rather than leading students to only receive information given by the teacher. Since, it is productive skill, teaching speaking should give students opportunity to produce something by giving more practice to speak in the target language. Based on Richards, “Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies”.¹¹ Therefore, students can learn to practice language they have learned orally. They will also automatically learn words and the sentences of language spontaneously in speaking English.

In teaching English as a foreign language, there are many students get less achievement in speaking because they are seldom to practice. The students feel afraid to speak English and making mistake in speaking English. Moreover, teacher does not motivate the students. It makes speaking learning process does not increase. Therefore, the students need to practice in speaking and interested in learning English. According to Jeremy, there are three basic for teachers to give the students

¹¹ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 20.

speaking task which provoke them to use all and any language at their command. The three basic reasons of it are stated below:

1. Rehearsal

It is getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life even in the safety of the classroom. This is not the same as a practice in which more detailed study takes place; instead it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like.

2. Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for ‘boomerang’ lessons) students can also see how easy to find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them to the further study.

3. Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction

from it. Many speaking tasks (role playing, discussion, problem solving etc.) are intrinsically enjoyable in themselves.¹²

Based on the explanation above, learning of speaking needs the teaching technique which are contained the application of technique and task will be given to students. All those things must be corresponding with three basic of speaking task above. This assumption is made that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing for this ability will not be called for, informal observation providing diagnostic information that is needed.

D. Activities in Teaching Speaking

An activity in teaching speaking is promoting the speaking ability that can be used by teacher to make students speaking in learning activities. Good speaking activities can motivate students. According to Brown there are two activities in teaching speaking. They are as follows:

1. Monologue

Monologue is divided in two parts: planned and unplanned. Monologue means that when a speaker used spoken language as in speeches, lectures' readings, new

¹² Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education Limited, 1998), pp. 87- 88.

broadcast, and the like. The listener must process long stretches of speech without interrupting the stream of speech will go on whether or not listener comprehends.

2. Dialogue

Dialogue is divided into interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purposes of conveying or exchanging specific information is an extended out for from responsive language. For example may have more of negotiate nature to them than does responsive speech.¹³

From the explanation above, the research comes to the consideration that dialogue is one of type of speaking that can be used in this research. The writer hopes that the students will improve their speaking ability and all of the students are participating fully in the classroom activity and make students more active in teaching and learning process and at the same time makes their learning more meaningful fun for them.

E. Concept of Drill

A drill is a classroom teaching technique used to practice new language in a foreign language or second language learners. According to Richards and Smith, “Drill is a technique commonly used in older methods of language teaching particularly the Audio-Lingual Method and used for practicing sounds or sentence patterns in a

¹³ H. Douglas Brown, *Op. Cit.* p. 251.

language, based on guided repetition or practice”.¹⁴ Therefore, drill is brought from Audio lingual method that language is speech and sets of habits. Beside it, drill which practices some aspect of grammar or sentence formation is often known as pattern practice.

According to Brown, “Drills offer students an opportunity to listen and to orally repeat certain sounds or sentence pattern of language that may contain linguistics difficulty, either about phonological or grammatical”.¹⁵ It means that the teacher will focus on one element of language in a controlled activity. The teacher can help students to establish a good habit in target language and to associate selected form with their appropriate context.

From definition of drills above, the writer concludes that a drill is a teaching technique which used for practicing sound or sentence pattern of new language. There are many kinds of drill that commonly used in teaching speaking. Based on Freeman, there may be techniques described below that the teachers are already using or can adapt to their approach, as follows:

1. Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other.

¹⁴ Jack C. Richards and Richard Smith, *Longman Dictionary of Language Teaching*, (London: Pearson Education Limited, 2002), p.170.

¹⁵ H. Douglas Brown, *Op. Cit.* p. 272.

2. Backward build-up drill

This is used when a long line of dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

3. Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

4. Chain drill

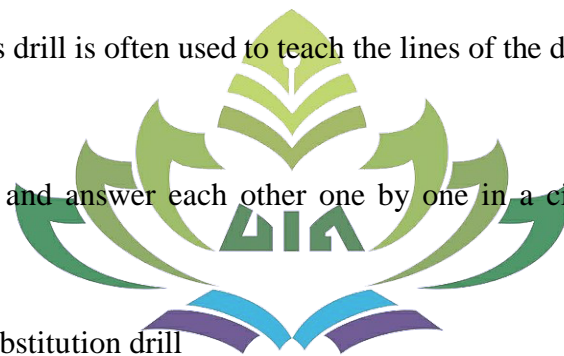
Students ask and answer each other one by one in a circular chain around the classroom.

5. Single slot substitution drill

Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

6. Multiple-slot substitution drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, on at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least,



where it fits into the sentence, and make any other changes, such as subject verb agreement.

7. Transformation drill

The teacher gives students a certain kinds of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into passive one, or direct speech into reported speech.

8. Question and answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly.

9. Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep' Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

10. Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

11. Grammar game

Games like the supermarket alphabet game described in this chapter are used in the Audio-Lingual Method. The games are designed to get students to practice grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.¹⁶

Those kinds of drills are useful to the teacher in improving students' speaking ability. In this research the writer will use chain drill technique to improve students' speaking ability in inside class moreover in outside class. The writer hopes the use of Chain Drill may improve students' speaking ability.

F. Concept of Chain Drill Technique

Speaking skill is preceded by listening. Through listening, people know vocabulary that they do not know before. Brown strengthened the idea above, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test".¹⁷ It means that, speaking skill is influenced by listening skill because for the first time people learn about language same as baby, the students will start to learn

¹⁶ Diane L. Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), pp.47- 49.

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), p.140.

English from hear, speak, read and write. Thus, the students need some methods or techniques that will help them to learn English in improving their speaking skill in foreign language and they can improve all aspects from English.

Chain Drill technique is integrating both skills, speaking and listening in learning process. It is supported Mary, “Chain Drill also requires the students listen to each other, and attention is diverted from the fact that they are drilling and toward actual use of the language”.¹⁸ Therefore, the teacher is modeling for students to pronounce of words with using good pronunciation. The students will hear and repeat from the teachers’ pronunciation and gradually they will be building the sentence from those words up until complete.

Another definition about chain drill technique, According to David, “Chaining is a technique by which the teacher adds new elements to gradually increase the length of the repeated phrase”.¹⁹ Therefore, a Chain Drill technique also lets students use the expressions in communication with someone else. The teacher also will teach the students how to add some phrases or vocabularies for construct a complete sentence and then the teacher will be a model for students to practice in pronunciation some of words from sentences. It makes the teaching and learning speaking is more effective in learning process, because the students can improve their vocabulary,

¹⁸ Bratt C. Paulston, Mary N. Bruder, *Teaching English as a Second Language: Techniques and Procedures*. (Massachussetts: Cambridge, 1976), p. 25.

¹⁹ Cross David, *A Practical Handbook of Language Teaching*, (Phoenix ELT: Hertfordshire, 1995), p. 42.

pronunciation, grammar, fluency and comprehension. The teacher also will give more knowledge and motivation in practicing speaking.

According to Franca, “Chain Drills provide a through control of the teacher on students’ practice and enable students to exercise pronunciation as well as that new sentence pattern they had been introduced to through speaking”.²⁰ It means that, Chain Drill technique can be applied in communication among the students by using ask and answer the questions. The teacher can correct the students’ pronunciation. Any mistakes that probably occur can be corrected directly as soon as possible by teacher. Therefore, using of Chain Drill technique can help them to add new vocabulary or phrase when the students ask or answers the question. It also creates a new habit to use English in communicating with others that will improve their speaking ability as the result.

Teaching By using a Chain Drill technique is more effective. The teacher can immediately correct the students’ mistakes. Teacher is able to give more attention and positive feedback to the students in order to give them more knowledge and motivation in practicing speaking. As a result, by using Chain Drill technique, the students are more interested in learning speaking and they can improve their speaking ability.

²⁰ Hernani Franca, *Awakening students’ Inner Power an Effective English Teaching System*, (Brasilia: Thesaurus,2008), p. 28.

G. Advantages and Disadvantages of Using Chain Drill Technique

1. Advantages

According to Freeman, the advantages of using chain drill, they are:

- a. Chain Drill technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas.
- b. It allows the teacher to check and to make corrections as necessary before errors become embedded in students.²¹

Chain Drill is suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically increase students' speaking ability.

2. Disadvantages

There is a disadvantage of using Chain Drill technique:

- a. When applying chain Drill Technique, Based on Freeman, "A Chain Drill Allows Some Controlled Communication, even though it is limited".²² It means that, Chain Drill technique gives students an opportunity to say the lines individually. They have to respond by using their own ideas or repeat the phrase but for the large class it is not quite effective. Because the teacher has limited time to check one by one and making corrections for each student.

²¹ Diane L. Freeman, *Log.Cit.*

²² *Ibid.*

From the statement above, the writer concludes that this technique has some advantages and disadvantages that can influence in teaching speaking. But this a disadvantages can be solved by using group work. It supported by Pollard, “Group work involves students working together in groups of 3, 4, 5 etc. The advantages of using group, students can be using time more efficiently and they more actively involved in their work: no snoozing at the back of classroom”.²³

Thus, the students can practice in groups for responding to the previous question posed by teachers in Chain Drill technique process. Therefore, the teacher can save time and the teacher can control all of the students’ speaking ability.

H. Procedure of Teaching Speaking Through Chain Drill Technique

The procedure in teaching speaking through Chain Drill technique is by presenting the target language dialogue which involves asking and answering. According to Freeman, there are steps of a procedure in speaking follows:

1. The teacher begins the chain by greeting a particular student, or asking him or her question.
2. The first student gives respond to the question.
3. The first student takes turn to ask another student sitting next to him or her.
4. This activity will be continuously until the last turn of the last students.²⁴

²³ Lucy Pollard, *Teaching English*, (London: Copyright, 2008), p.8.

²⁴ *Ibid.*

Based on the theory above, the teacher will begin by asking to the particular students or the first student which related about the theme being studied by students. After that, the first student answers the questions. Then, the first student asks the same question to student who is sitting next to him or her. The second student answers the question and the activity by using ask and answer will continue until the last students in the classroom.

I. Concept Dialog Memorization Technique

According to Richards and Smith, “Memorizing is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes”.²⁵ It means the students use memorization consciously and they think about the process of memorization when they are applying it. Then another explanation, based on Oanh and Hien that, “Memorizing is to learn something carefully so that you can remember it exactly”.²⁶ Based on the theory above, memorizing is the process of committing to memory the act of memorization is often a deliberate process undertaken in order store in memory for later recall items such as experiences, visual, list, stories and etcetera. Memorization may also refer to the process of storing particular data into the memory a device.

²⁵ Jack C. Richards, Richard Smith, *Op. Cit.* p. 327.

²⁶ Duong Thi Hoang Oanh. Nguyen Thu Hien. Memorization and EFL Students’ Strategies at University Level in Vietnam. *Journal of Teaching English as a Second Language*. Vol 10. No.2. 2006. p. 2.

Abboud, et.al, said that, “Dialog Memorization is one of instructional technique associated with Audio Lingual method. Dialog memorization involves memorizing a conversation to practice certain grammatical points”.²⁷ Considering the opinion above, the students memorize the dialog and active in doing dialog by using language in front of the class and play it according to dialog. It means that, if the teacher begins a new lesson and introduces with dialog, it must explain the meaning each sentences and certain grammatical point in the dialog.

From the explanation above, dialog memorizing technique is kind of technique that can be used in speaking activity which uses short dialogue to be memorized. This technique is held between pairs in which the students also memorize their partners' line, and each pair might perform the dialogue.

J. Advantages and Disadvantages of Using Dialog Memorization Technique

1. Advantages

There are some of advantages of dialog memorization. Based on Jankowsky, dialog memorization technique has the advantages stated as follows:

- a. Utilizing the grammar and learned vocabulary in the dialog memorization
- b. The students will be acting them in out lively way when students memorize dialog and present them in front of classroom.

²⁷ Shehadeh Abboud.et. al,*Teaching English to Students-Teacher Majoring English*, (Amman: the NCRED Printing Press,1998), p. 14.

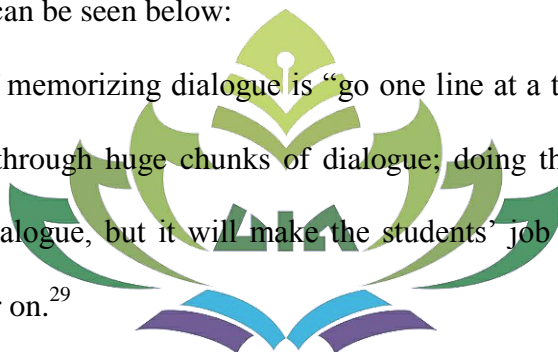
- c. The students will be used fluency, natural, intonation, and correct pronunciation for a meaningful presentation.
- d. The students can learn much by watching their classmate perform.²⁸

Dialogue Memorization technique is best applied to improve speaking ability. It can also be used for many levels as long as the material appropriate to the students.

2. Disadvantages

According to Nicholson, there is a disadvantage by using Dialog Memorization technique. It can be seen below:

- a. The key of memorizing dialogue is “go one line at a time”. It is not helpful to just blaze through huge chunks of dialogue; doing that will get you familiar with the dialogue, but it will make the students’ job of memorization a little harder later on.²⁹



Based on the problem above, the writer gives solution that the teacher must give challenge to the students by giving a time for memorizing their dialog. It can help the students to memorize fast and they can present their dialogue in front of classroom. Then, the teacher can provide detailed assessment and give correction. Thus, students can minimize mistakes in speaking English.

²⁸ Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: John Benjamins Company, 1985), p. 88.

²⁹ Joshua Nicholson , *Acting lesson: Memorization*, (London: Mr.Jotz Productions,2003), p.3

K. Procedure of Teaching Speaking Through Dialog Memorization Technique

According to Freeman, there are steps of Dialog Memorization technique. The aims for making it clear about this technique. It will be stated in some steps as follows:


1. The teacher asks the students to memorize the dialogue through mimicry.
2. The teacher asks the students to take role of one person in the dialogue.
3. The teacher asks the students to learn the one person's line, and memorize the other persons' part.
4. After the dialogue has been memorized, teacher asks the students to perform the dialogue for the rest of the class in pairs.³⁰

In this occasion, the students are asked by the teacher to memorize the dialog by using mimicry the expression, intonation and pronunciation from the teacher. The students have to one role from one person. After the students have memorized the dialog, they have to perform in front of classroom in pairs. The teacher will value students' speaking ability by assessing the performance given by students in front of classroom.

³⁰ Diane L. Freeman, *Op Cit.* p. 47.

L. Frame of thinking

Based on the preliminary research, it is obvious that students get difficult when they study speaking. The writer found some problem such as students are low in speaking because they seldom practice and they have limited vocabulary in speaking English. The teacher focuses to achieve the target of student scores in the exam. Therefore, the teacher more focuses on writing and reading skill. Students did not get motivation and stimulation because the activity of speaking in the classroom is boring and monotonously. Beside that, the teacher has used dialod memorization technique that inappropriate to improve students' speaking ability.



In this research, the writer assumes that uses of Chain Drill as a technique in teaching speaking class which is effective to improve students' speaking ability. Chain Drill technique gives students opportunity to creative and to built up complete sentence without ignore the aspect of speech in speaking process because the research aims helps students to get a good speaking ability. In this opportunity, the teacher listens to the students' pronunciation and the students' mistake will be corrected by the teacher. It is possible to motivate students to speak English as well as to improve their speaking ability. In conclusion, Chain Drill technique is one of interesting teaching techniques that can be applied for English teaching learning.

M. Hypothesis

From all of theories that are discussed above, the hypotheses can be formulated as follows:

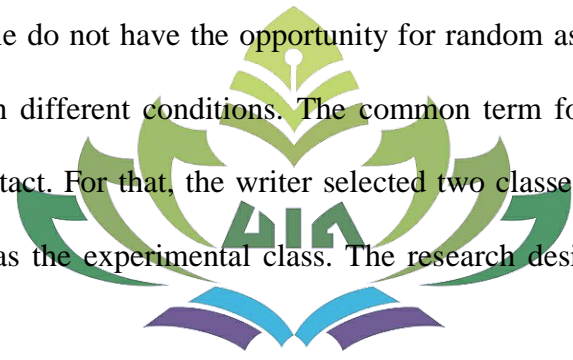
- H_a : there is a significant influence of using chain drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar.
- H_0 : there is no significant influence of using chain drill towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the writer used quasi experimental pre-test and post-test design. According to Creswell, “Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. It is because the experimenter cannot artificially create groups for the experiment”.¹ It means that people do not have the opportunity for random assignment of students to special groups in different conditions. The common term for this type of group of participants is intact. For that, the writer selected two classes, one was control class and the other was the experimental class. The research design can be presented as follows:



Select experimental group	= T ₁	X	T ₂
Select control group	= T ₁	O	T ₂

Note:

X : Treatment by using Chain Drill technique.

O : Treatment by using Dialog Memorization technique.

T₁ : Pre-test.

T₂ : Post-test²

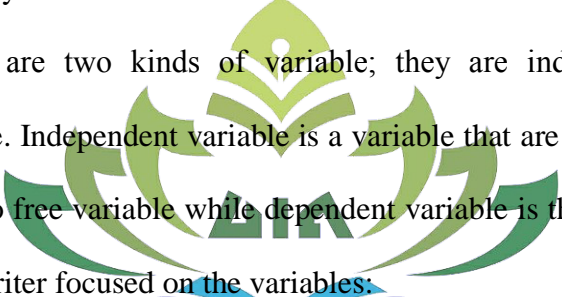
¹ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p.309.

² *Ibid*, p. 310.

Based on explanation above, the writer had analyzed the result of the pre - test and post - test to know the differences between the average scores of speaking is received by the students of experimental class and that of control class. The writer saw, there was significant improvement in students' speaking ability between the result of the students' achievement score in speaking ability before the treatment and after the treatment.

B. Variables of the Research

Variable is quality can take a number of different values or states. According to Sudjana, "There are two kinds of variable; they are independent variable and depended variable. Independent variable is a variable that are easily obtained and can be diversified into free variable while dependent variable is the effect of independent variable".³ The writer focused on the variables:



1. Independent Variable

The independent variable of this research was using Chain Drill technique that is symbolized (X).

2. Dependent Variable

The dependent variable of this research was the students' speaking ability that is symbolized (Y).

³ Nana Sudjana, *Metode Statika*, (Bandung: Tartsito, 2005), p. 310.

C. Operational definition of Variable

The operational definition of variable was used to explain the variables which were used in this research to avoid misconception of variables presented in this research.

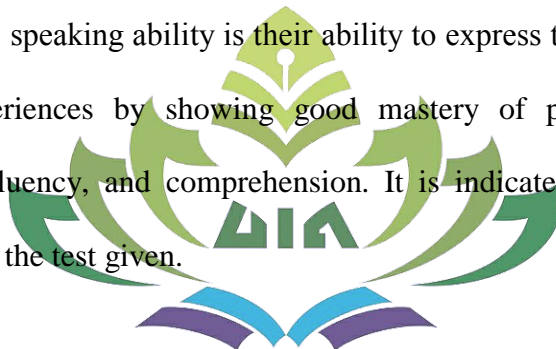
The operational definitions of variables are as follows:

1. The independent of variable (X)

Chain Drill technique is giving opportunity for students to improve their speaking ability by using ask and answer questions of each other.

2. The dependent of variable (Y)

The Students' speaking ability is their ability to express their ideas, opinions, and feelings experiences by showing good mastery of pronunciation, grammar, vocabulary, fluency, and comprehension. It is indicated by score achieved by students from the test given.



D. Population, Sample, Sampling Technique

1. Population

Population is all individual that becomes the target in a research. According to Arikunto, "Population is the total number of students' research".⁴ Based on the definition above, the writer concluded that the population was every subject that would be researched in the research. The population of this research was all of the students in the first semester of the eighth grade of SMPN 4 Natar in the academic

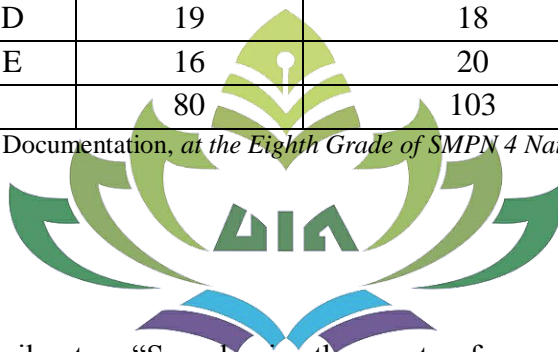
⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), p.102.

year of 2017/2018. The total numbers of population were 183 students that consisted of five classes.

Table 2
The Population Based on the Number and Gender of the Students at the Eighth Grade of SMPN 4 Natar in the Academic Year of 2017 / 2018

No	Class	Gender		Total
		Male	Female	
1	VIII A	16	21	37
2	VIII B	16	22	38
3	VIII C	13	22	35
4	VIII D	19	18	37
5	VIII E	16	20	36
Total		80	103	183

Source :The Data of Documentation, *at the Eighth Grade of SMPN 4 Natar in the Academic Year 2017 -2018.*



2. Sample

According to Arikunto, “Sample is the part of population which will be investigated”.⁵ It means that, a sample is a group in research study on which information is obtained. Therefore, the writer did not take all the subjects of the population. The sample of this research was two classes, VIII C as experimental class and VIII B as control class.

⁵ *Ibid.*130.

3. Sampling Technique

Sampling technique is the procedure to get the individuals that can represent all of the population. Fraenkel and Wallen say that, “The selection of groups, or cluster, of subjects rather than individual is known as cluster random sampling”.⁶ Based on the statement, the writer applied cluster random sampling technique to take the sample from group of class because the population was in groups and homogenous. Steps in determining the experimental class and control class were as follows:

- a. First, the name of all class at the eighth grade of SMPN 4 Natar was written in small piece of paper.
- b. Then, put them into glass.
- c. After that, the writer shook until one of the rolled – paper out of the glass. The first paper which out from the glass as the experimental class.
- d. The writer shook the glass again until one of the rolled – paper out of the glass. The second paper which out from the glass as the control class.

E. Data Collecting Technique

In the research, the writer used test as a technique to collect the data. According to Donald, “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned”.⁷ Based on the definition above, the writer used test to collect the data. To know whether there is any

⁶Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, (New York: McGraw-Hill, 2009), p. 95.

⁷ Donald Ary, *Introduction to Research in Education Eighth Edition*, (Wadsworth: Nelson Education, Ltd, 2010), p. 201

influence of using Chain Drill technique towards students speaking ability. Some tests had been conducted to collect the data. They are:

1. Pre - test, it had been done to know the research the students' speaking ability before the treatment. The test had been done orally by asking the students to come forward in groups to practice dialogue. The scoring was used on the pronunciation, grammar, vocabulary, fluency and comprehension.
2. Post test, it had been conducted to know the students' speaking ability after the treatment. The system and the difficulty of post test was the same as the pre - test, because both of them were used to measure the students' speaking ability in order to know the development of students' speaking ability after the treatment.

F. Research Instrument

In this research, the instrument is a test. In order to discover how students were thinking and using the target language (English). According Cresswell, "An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study".⁸ Therefore, the writer conducted oral test in form of conversational performance. The students performed conversation in groups in front of class. The purpose of the oral test is to measure their ability in speaking.

⁸John W. Cresswell, *Op. Cit.* p.14.

1. Pre test

Pre test was conducted before treatment. The test had been done orally by asking the students work in pair to make a dialogue according to the topic and perform it in front of the class.

Table 3
Pre-test Instrument

No	Asking And Giving Opinions	Topics	Theme
1	Formal settings	Family	between parents and their children
2	Informal settings	Market	between merchants and buyers
3	Formal settings	School	between teacher and student
4	Informal settings	Family	between sister and brother.

2. Post test

Post- test was given after the samples of the research being trained the system and the difficulty of post-test is was same as a pre test, it was used to measure the students' speaking ability after the treatment. The test had been conducted orally by asking the students work in pair to make a dialogue according to the topic and perform in front of the class.

Table 4
Post-test Instrument

No	Asking And Giving Opinions	Topics	Theme
1	Formal settings	Family	between parents and their children
2	Informal settings	Market	between merchants and buyers
3	Formal settings	School	between teacher and student
4	Informal settings	Family	between sister and brother.

Based explanation above, the writer got the score from pre test and post test to know the influence of teaching speaking by using Chain Drill technique. The purpose of the oral test was to measure the students' speaking ability to find significant improvement of students' speaking ability after using Chain Drill technique in teaching speaking.

G. Research Procedures

The research procedure had been conducted in the first semester 2017, before conducting the research; the writer asked the permissions to the headmaster and the English teacher at the school. Then, the writer conducted through the following steps:

1. Determining the subject

The writer chose the first semester of the eighth grade of SMPN 4 Natar as the subject of the research.

2. Determining the sample

In taking the sample of the research, the writer used random sampling. The writer chose two classes as the sample of the research; one class as the experimental class and other one as the control class.

3. Selecting the material

The writer determined the material that had been taught to the students, the material was the expression of asking and giving for opinions. This material based on syllabus at the first semester of the eighth grade.

4. Doing a pre-test to get the data

It had been done for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.

5. Conducting the treatments

The writer gave the treatment in four meetings for experimental and control classes each. In the treatment, the writer as the teacher taught students by using Chain Drill technique in the experimental class. Meanwhile, in the control class, the students had been taught by using Dialog Memorization technique.

6. Doing the post - test to get the data

The writer conducted the post test after the treatments. By giving the post-test, the writer knew the students improve their speaking ability or not. The test was included an oral test.

7. Analyzing the result of the post test

In analyzing the result, the writer went to compare the result of post test between experimental class and control class. To know whether the post - test score of experimental class was higher than control class.

H. Scoring Speaking Procedure

There are five criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the writer used the oral English rating sheet that repurposed by Harris.⁹ Table shows the fifth criteria of the ranting sheet score. It can be seen on the tables below:

Table 5
Criteria for Evaluating Students' Speaking Ability

No	Criteria	Rating Score	Comment
1	Pronunciation	5	Has few traces foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.

⁹ David,p. Harris, *Testing English as a second Language*, (New York : Mc. Grew-Hill,2004), p.81.

2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and/ or word - order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and / or restrict him self to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
		4	Sometime use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words; conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speeds of speech seem to be slightly affected by language problem.
		3	Speed and fluency are farther strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is said at slower-than-normal speed with repetition.

		2	Has great difficulty following what is said. Can comprehend only “social comprehension” spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation English.

Source : David,p. Harris, *Testing English as a second Language*, New York, Rev. Ed.Mc. Grew-Hill,2004 p.81.

Criteria for the score :

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor



However, there are five components usually used to analyze speech performance, they are pronunciation, grammar, vocabulary, fluency and comprehension. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The writer used those speaking scoring rubric to collect the data.

I. Validity

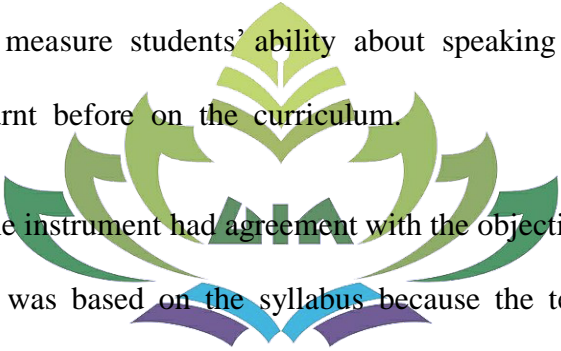
According to Arikunto, he says that validity is measurement which shows the degree of instrument.¹⁰ An instrument can call valid when it can measure what is want. In other words, an instrument can call valid if it can show the data of variables that are

¹⁰ Suharsimi Arikunto, *Op.Cit.* p. 211.

being research correctly. To know the validity of the test, the writer used content and construct validity.

1. Content validity

Content validity concerns whether the test are good reflection of the materials that needs to be tested. Content validity refers to instruments that are parallel with matter that will be measured. Because in this research the test had been intended to measure students' speaking ability of the eighth grade of junior high school, the test had been given to the students was the test that can measure students' ability about speaking which based on what they have learnt before on the curriculum.



In this case, the instrument had agreement with the objective of the learning in the school which was based on the syllabus because the test was to measure the students' speaking ability at the eighth grade of junior high school. To mak sure the writer consulted the instrument had of the test to the English teacher at SMPN 4 Natar. It was done to make sure that the instrument was valid. The teacher said the instrument was valid and agreed with the writer to conduct the instruments to the students.

2. Construct validity

According to Mujis, "Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. Once again, this is related to our theoretical knowledge of the concept we are wanting

to measure”.¹¹ It means that, Construct validity refresh to assumption, showing the measurement was used contains correct operational definition, which was based on the theoretical concept. In other words, Construct validity was focused on the kind of the test that was used to measure the ability. In this research, the writer administered a speaking test. The scoring covers five aspects of speaking that are adapted from Haris. They are pronunciation, grammar, vocabulary fluency, comprehension. The writer consulted the instrument to the English teacher at SMPN 4 Natar to make sure the instrument had been valid or not. As the result, teacher said that the instrument of the dat was valid (See Appendix 6).

J. Reliability

Frankel and Wallen state that, “Reliability refers to consistency of the scores obtained how consistent they are for each for each individual from administration of an instrument to another and from one set of item to another”.¹² Besides having high validity, a good test must have high reliability. To get reliability of the test, the writer used inter – rater reliability counts of the reliability based on two series of scores that were gotten by two raters, they were English teacher and the writer.

¹¹ Daniel Mujs, *Doing Quantitative Reserach in Education with SPSS*, (London: Sage Publications, 2004), p.68.

¹² Jack R. Fraenkel, Norman E. Wallen, *Op. Cit.* p.154.

Then the result of r_{xy} consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high.

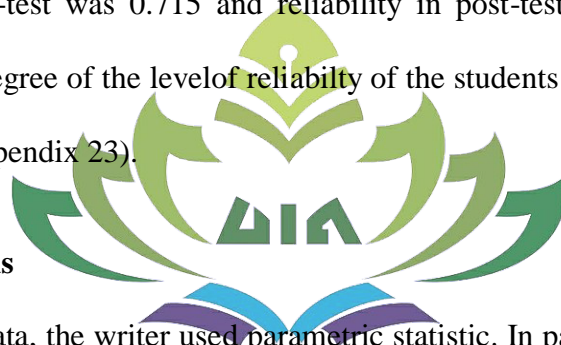
Reliability coefficient 0.600 – 0.800 is high.

Reliability coefficient 0.400 – 0.600 is fair.

Reliability coefficient 0.200 – 0.400 is low.

Reliability coefficient 0.000 – 0.200 is very low.¹³

After calculating the realicity, the writer found that the Cronbach's Alpha of reliability in pre-test was 0.715 and reliability in post-test was 0.890. The writer concluded that degree of the level of reliability of the students was very high sufficiently reliable. (See Appendix 23).



K. Data Analysis

To analyze the data, the writer used parametric statistic. In parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by writer in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

¹³ *Ibid.*

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.¹⁴ In this study, the writer used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normality employed are Kolmogorov - Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

While the criteria for acceptance of hypotheses of the normality test is as follows:

H_0 is accepted if $\text{Sig (P value)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene's Test.

The hypothesis are :

¹⁴ Budiyo, *Statistika Untuk Penelitian*, (Surakarta: Sebelas Maret University Press, 2004), p.170.

H_0 : the variances of the data is homogenous

H_a : the variances of the data is homogenous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if $\text{Sig (P value)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (P value)} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer will use t-test. In this case, the writer used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical test. In this case, The purpose of using SPSS to practicality and efficiency in the study.

The Hypotheses are :

H_0 : There is no significant influence of using Chain Drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 academic year of Natar in the 2017/2018.

H_a : There is a significant influence of using Chain Drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017/2018.

While criteria of acceptance for the hypothesis is as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Situation and Condition at SMPN 4 Natar

1. Location

SMPN 4 Natar which located on street Negara Ratu No.36 Merak Batin Natar, South Lampung. SMPN 4 Natar has used its government building; learning activities are done in the morning, for conducting teaching learning process. SMPN 4 was built in 2005.

2. Condition

Staff at SMPN 4 Natar in 2017 / 2018 has 56 people they are:

- a. The head master : 1 person
- b. The vice of head master : 1 person
- c. The teacher : 31 people
- d. The administartion staff : 10 people
- e. Security : 2 people



3. The Number of Students at SMPN 4 Natar in 2017 / 2018

Table 6
The Students of SMPN 4 Natar in 2017/ 2018

No	Class	Male	Female	Total Students
1	VII	102	121	218
2	VIII	80	103	183
3	IX	51	98	134
Total		223	322	545

Source : SMPN 4 Natar

4. Facilities at SMPN 4 Natar in 2017/ 2018

Table 7
The Facilities of SMPN 4 Natar in 2017/ 2018

No	Facility	Number
1	Classroom	22 rooms
2	Students Chair	682 chairs
3	Teacher Tables	45 chairs
4	White Board	22 whiteboards
5	Sound System	2 pieces
6	Teacher Chairs	45 pieces
7	Computer	20 pieces

5. Teaching Learning Activity

The activity learning processes are started from 07. 15 A.M in the morning and finish 13.05 P.M. All days except on Friday which up to 11. A.M. The students have to learn three subjects on Friday, while four subjects on the other day, before they started to learn in the morning they also have to recite holy al-Quran and daily prayer together. Besides that this school has some extracurricular activities develop the students potency, such as English club, Dance, Scout, Sports and others.

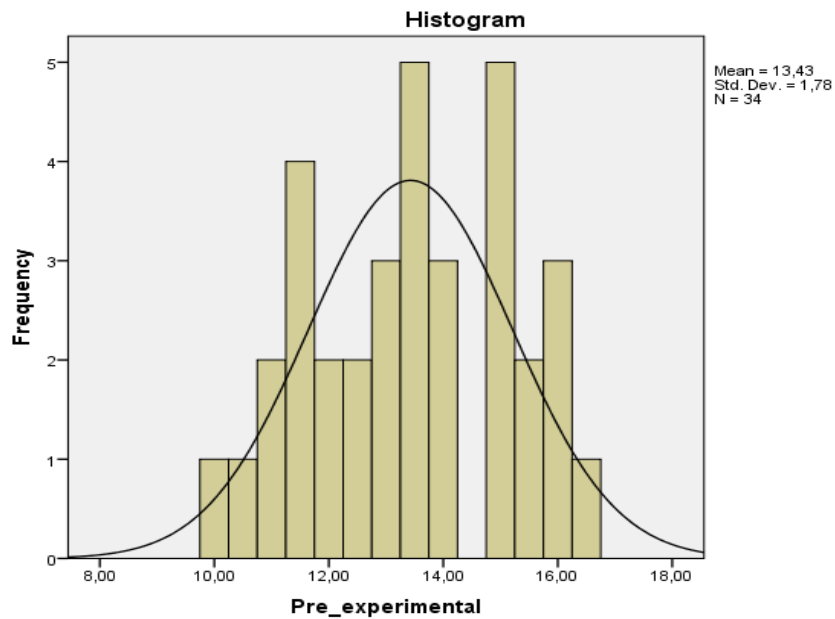
B. Data Description

The writer got the data in the form of score. The score were derived from the test. There are two least two tests in this research. They were pre test and post-test. The pre-test was held in 29th august, 2017 before doing the post-test the writer did the treatment to experimental Class (VIII C), the treatment were held 4th September to 13th September, 2017. The last post-test was held in September 18th September 2017.

C. Result of The Research

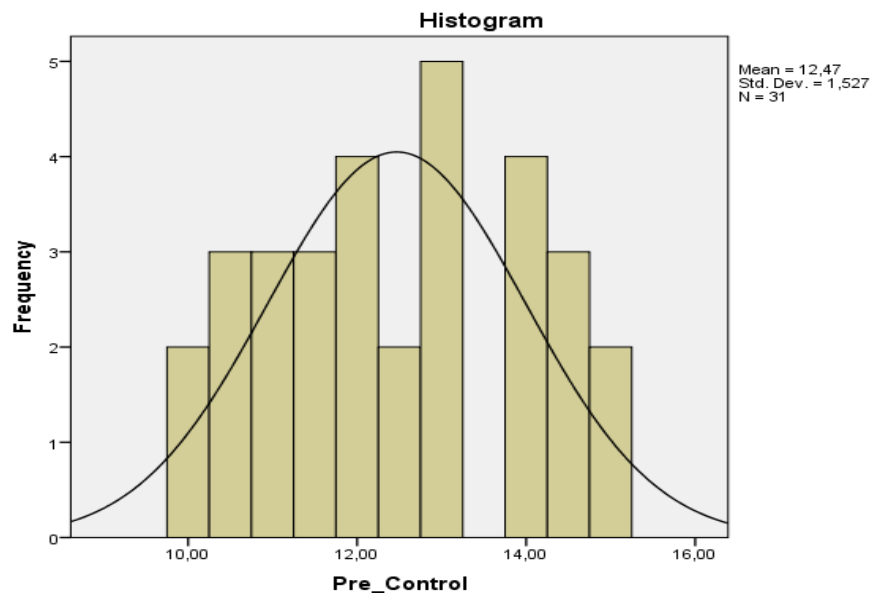
1. Result of Pre Test

The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the experimental class and control class.



Students' score
Figure 1
The Result of the Pre – Test in Experimental Class

Based on the figure 1 it could be seen that there was one student who got score 10, 1 student who got 10.5 score, 2 students who got 11 score, 4 students who got 11.5score, 2 students who got 12 score, 2 students who got 12.5 score, 3 students who got 13 score, 5 students who got 13.5 score, 3 students who got 14 score, 5 students who got 15 score, 2 students who got 15.5 score, 3 students who got 16 and 1 student who got 16.5. It can be seen that highest of pre-test of experimental class was 16.5 and the lowest score was 10, the mean of pre-test in experimental class is 13.43, standard deviation = 1.780, N = 34, median = 13.50, mode = 13.50, variance = 3.169, minimum score = 10, maximum= 16.5. It showed students' speaking ability before students got treatments.



Students' score

Figure 2

The Result of the Pre – Test in Control Class

Based on the figure 2, it could be seen that there were 2 students who got 10 score, 3 students who got 10.3 score, 3 students who got 11, 3 students who got 11.5, 4 students who got 12.00 score, 2 students who got 12.5 score, 5 students who got 13 score, 4 students who got 14 score, 3 students who got 14.5 score and 2 students who got 15 score. It can be seen that highest of pre-test of control class was 15 and the lowest score was 10, the mean of pre-test in control class is 12.47, standard deviation = 1.527, N = 31, median = 12.50, mode = 13.00, variance = 2.332, minimum score = 10, maximum = 16. It showed students' speaking ability before they got treatments.

2. Result of Post Test

The post-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the post-test score of students' speaking ability in the experimental and class control class.

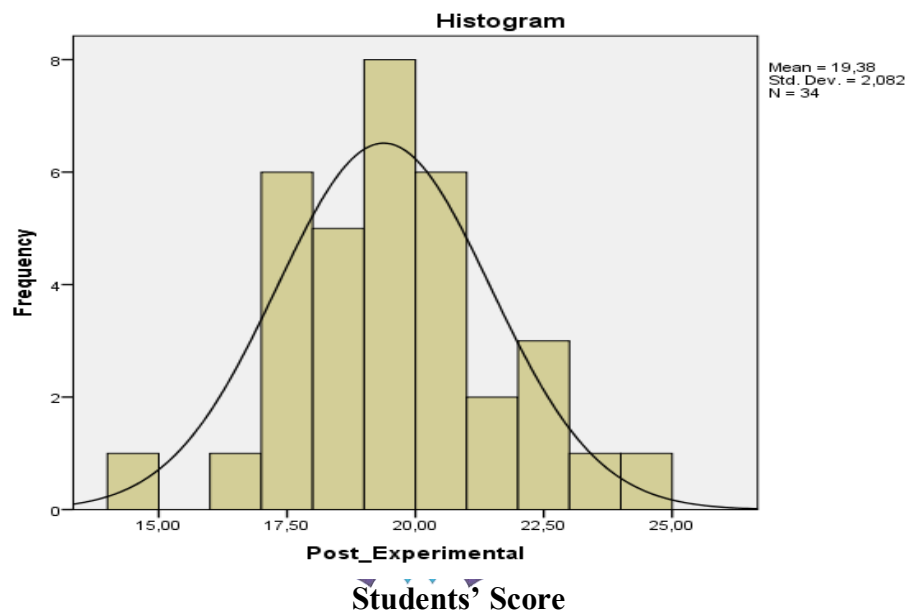


Figure 3
The Result of the Post – Test in Experimental Class

Based on the figure 3 it could be seen that there was one students who got 14.5 score, 1 student who got 16.5 score, 2 students who got 17 score, 4 students who got 17.5 score, 1 student who got 18. score, 4 students who got 18.5 score, 5 students who got 19 score, 3 students who got 19.5 score, 4 student who got 20 score, 2 students who got 20.5 score, 2 students who got 21.5 score, 2 students who got 22 score, 1 student who got 22.5 score, 1 student who got 23.5 score and 1 student who got 24.5 score. It can be seen that highest of post – test of experimental class was 24.5 and the lowest

score was 14.5, the mean of post-test in experimental class is 19.38, standard deviation = 2.082, N = 34, median = 19.00, mode = 19.00, variance = 4.334, minimum score = 14.5, maximum = 24.5. It showed students' speaking ability after they got treatments.

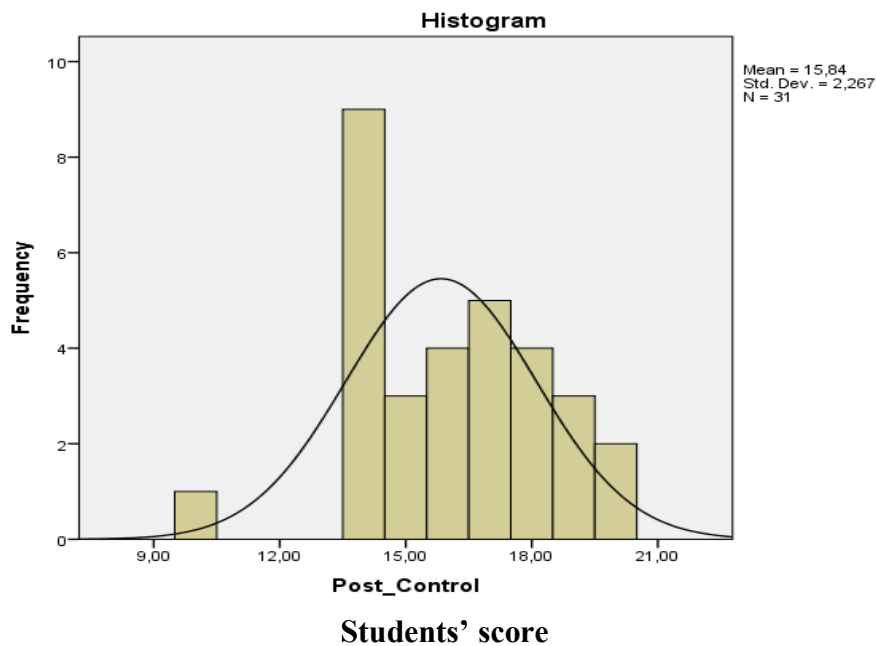


Figure 4
The result of the post – test in Control Class

Based on the figure 4 it could be seen that there was one student who got 10 score, 6 students who got 13.5 score, 3 students who got 14 score, 3 students who got 15 score, 1 students who got 15.5 score, 3 students who got 16 score, 5 students who got 16.5 score, 1 students who got 17.5 score, 3 students who got 18 score, 2 students who got 18.5 score and 2 students who got 20 score. It can be seen that highest of post – test of control class was 20 and the lowest score was 10, the mean of post-test in control class is 15.84 standard deviation = 2.267, N = 31, median = 16.00, mode =

13.50, variance = 5.140, minimum score = 10, maximum = 20. It showed students' speaking ability after they got treatments.

D. Data Analysis

After collecting the data, the writer analyzed the data by using independent t-test. There were two assumptions that must be done before the writer analyzed the data by using independent sample t-test.

1. Fulfillment of the assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for social Science*) for normality. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 : the data have normal distribution

H_a : the data do not have normal distribution

The criteria for acceptance or rejection of the hypothesis for normality test were :

H_0 is accepted if $\text{Sig} (P \text{ value}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P \text{ value}) < \alpha = 0.05$

Table 8
The Result Normality of the Experimental and Control Class

	KELOMPOK	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SKO	CONTROL	,119	31	,200*	,955	31	,219
RE	EKSPERIMEN	,119	34	,200*	,976	34	,657

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table above, it can be seen that $P_{\text{value}} (\text{Sig.})$ for experimental class was 0.200 and $P_{\text{value}} (\text{Sig.})$ for control class was 0.200. Because $\text{Sig.} (P_{\text{value}})$ of experimental class $> \alpha 0.05$. So, H_0 is accepted and $\text{Sig.} (P_{\text{value}})$ for the control class $> \alpha 0.05$. So, H_a is rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

b. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from sample homogenous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employed Levine's test.

The hypothesis for the homogeneity test

H_0 = The variance of the data are homogeneous

H_a = The variance of the data are not homogeneous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

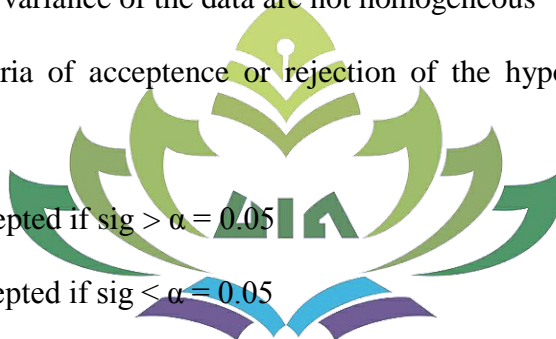


Table 9
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.542	1	63	.464

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig. (P}_{\text{value}}) = 0.464 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

2. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is a significant influence of using Chain Drill Technique to improve students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017/2018.

H_0 : There is no significant influence of using Chain Drill to improve students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig.(P_{value}) > \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 10
The Result of Hypothetical Test

T	df	Sig.(2-tailed)
-6.570	63	.000

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Chain Drill Technique to improve students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the 2017/2018 academic year.

E. Discussion

Based on the finding of the research, it was found that the students who were taught by using Chain Drill technique have improved their speaking ability. It might due to in Chain Drill technique the students were highly involves in speaking process, since they had to explore their speaking ability in daily life.

According to Franca, Chain Drills is one of teaching technique. Chain Drill is a good format for practicing new patterns, especially questions and answer. Chain Drills can be used to practice something new, review a structure. Chain Drill is a good technique for students because they can improve their speaking ability by using ask and answer questions with each other. Then another explanation, based on Brooks, it is easier to teach speaking by using Chain Drills and vocabulary than it is by teaching complex rules on the language. Therefore, Chain Drill technique can be adjusted to the needs of students in improving students' speaking ability. As we know, students' speaking ability is students' capacity to express their ideas, opinion, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency

and comprehension. Like in Hadits, when Prophet Muhammad was communicating to some people, his utterances could be understood clearly by them.

عَنْ عَائِشَةَ قَالَتْ : كَانَ كَلَامُ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَلَامًا
فَصْلًا [كَلَامُ فَصْلٍ] يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ (رواه أبو داود)

Speaking should be clear, “from Aisyah r.a said that that the utterance of the great messenger is a clear pronunciation (his utterance is very clear) that it is understandable for every people who listened him. (Abu Daud). In speaking skill there is pronunciation in utterances that must be mastered because it has an effect for communication especially to deliver our message and idea.

In applying the treatments, the writer used Larsen’ procedure of Chain Drill technique. In the first step, the writer divided students into group. Each group had four students, because of the condition of experimental class had large class and it was difficult to the writer for control all of students in the classroom. Thus, the students were divided into group by the writer. In other words, using of group as a learning process have advantages. It is supported by Pollard, the advantages of using group, students can be using time more efficiently and they more actively involved in their work: no snoozing at the back of classroom. Therefore, the writer chose group to save a time and can control all of the students’ speaking ability. The students also can practice in groups for responding to the previous question posed by teachers in Chain Drill technique process.

Every group was given a different questions by the writer. Although the questions was different but it had same topic. Every group had got five questions. After that, Each students answered the question which adapted in the situations and asked the same question to the next him / her. This activity continued until the last turn of the last students in their group next the writer gave another question. The students were not required to perform in front of the class because it would spend a lot of time and make the students talked less. It was better for students to answer the questions in their group. In other words, the teacher controlled the whole all of the class by giving questions and assessments to the students by doing walked around the class to observe whether or not the students had difficulties in delivering their speaking.

It is supported by Franca, Chain Drills provide a through control of the teacher on students' practice and enable students to exercise pronunciation as well as that new sentence pattern they had been introduced to through speaking. The result of teaching speaking by using Chain Drill technique was good because of the situation gave chance to students for speaking English and learned how to add new structure. They also more diligent to open dictionary and more curious to know new vocabulary and how to pronounce it. The results obtained in accordance with the advantages of Chain Drill technique and the previous of study. Based on Larsen, Chain Drill technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas. In the previous research conducted by Handayani entitled, "Using of a Chain Drill to Improve Students' Fluency in Speaking English at the

Seventh Grade Students of SMPN 5 Sragen in the Academic Year of 2010 / 2011”

The result was gave some contributions to the students’ speaking fluency. Thus, it can be concluded Chain Drill technique can be used in speaking English and also had good result after doing teaching treatment at school. The writer gave four treatments for teaching in the experimental class. It could be seen in teaching learning process in the experimental by using Chain Drill technique: (See Appendix 26).

Based on the result of pre - test before Chain Drill technique was implemented, the speaking ability of the students was lower than after Chain Drill technique was implemented. After getting the treatment and post – test, it was found than there were significant differences between the experimental class and control class. The post – test score of the experimental class was higher than the post – test score in the control class. It can be seen from the pre – test and post test, the mean of post – test was in control class 15.84 and post-test in the experimental class was 19.38. It means that the most improvement was in the experimental class (See Appendices 18, 19).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing data in the previous chapter, the writer accomplishes to the conclusion as follows: There was a significant influence of using Round Table Technique to improve students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the writer's assumption is true, that is, Chain Drill technique can give a significant influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got high scores after the writer gave the treatment Chain Drill as technique for teaching speaking. The significant can be seen from sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and its mean H_0 its rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected. In other words, there is significant, was influence of using Chain Drill technique towards students' speaking ability at the first semester of the eighth grade of SMPN 4 Natar in the academic year of 2017/2018.

B. Suggestion

Based on the result of the research and the advantages of using Chain Drill technique in teaching speaking English to the Eighth grade of SMPN 4 Natar in the 2017/2018 academic year, the writer would like to give some suggestion.

1. Suggestion for the Teacher

- a. Chain Drill is a good Technique to be applied in the Eighth grade of SMPN 4 Natar to improve their speaking ability.
- b. The teacher should manage the class in order to make the students focused in learning speaking using Chain Drill Technique in the teaching and learning process
- c. Teacher should be creative and innovative to use various technique to arise students' in speaking class.
- d. Speaking Activity should be enjoyable and stress free because enjoyment and from free threatening situation will increase students' Participants in speaking class.

2. Suggestion for the Students

- a. The students should learn and be more active in speaking English in other to develop their ability in speaking English.
- b. Students should not feel shy or nervous in speaking English. Besides that, they do have to be afraid of making mistake because making mistake is part of learning.

- c. The students are too excited and make the class noisy. They should be more serious and calm in learning speaking by using Chain Drill technique in order to develop and increase their speaking ability.

3. Suggestion for the School

- a. The school should provide some more English Learning media to help the teacher in making an interesting and applicable method or technique of teaching.
- b. The school should provide more educate sources or books, and also another program of English for the students to practice English competency.

4. Suggestion for the Next Writer

- a. In this research, the writer used Chain Drill technique to teach students of Junior high School, Especially in learning asking and giving opinions. Further writers can conduct this technique on different level of students and different of material. For example in Senior High School, They can apply in the expressing of surprise and amazement.

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